

CT* Early Release Site Exception Renewal 2016-2017

Curriculum Teams- content area teams at SEHS who meet to improve teaching and learning

Purpose: To meet the demands of SBLA and PERA Student Growth Measures our Early Release/CT days have given teachers the opportunity to collaborate with their perspective CT's in developing ways to implement SBLA into their curriculums. During this time, CT's have created, implemented and analyzed the results of common formative and summative assessments. Through this consistent CT time, teachers have been able to

- Identify the academic strengths and weaknesses of their students
- Implement assessments and interventions to meet the needs of the students
- Chart student growth on assessments in preparation for the PERA Student Growth Implementation in 2016-2107
- Continue to refine rubrics related to standards based grading
- Conduct site level professional development on standards based grading, student growth trials, and brain researched learning
- Work collaboratively to identify best teaching practices

Impact on Student Learning: CT's will be able to see how the allotted time has impacted student growth by tracking student growth through various common assessments. This component is built into our site exception through our CT Success Measures. Each CT creates a success measure that is appropriate for the assessments and skills being assessed. This can be completed by quarter or semester depending on the course.

Below is the contract language that was explained and discussed with faculty on Wednesday, April 20th prior to voting. During this time, questions were answered as to changes made with the old site exception. Denise Bourgoin emailed the information to staff on 4/19 and voting took place from 4/21-4/22. Staff voted 96/101 (95%) in favor of the site exception. Four voted "no" and one vote was voided.

Contract Language

The portions of the contract being broken are as follows:

6.5 TEACHER COLLABORATIVE TIME

“In each year, there shall be an equal number of Professional Practice Days and District Collaborative Days not to exceed 10 total days for each teacher. Professional Practice Days and District Collaborative Days shall be 5 hours and 15 minutes in length (not including breaks or lunch) during the course of the normal school day, with specific hours of attendance to be determined by the School Improvement Plan team. Staff/Department meetings will occur either before or after a normal student attendance day for the site.”

The discrepancies between the present contract language and the PLC Days Proposal are as follows:

- The PLC Days will cause us to go over the required amount of time for Professional Practice Days; PLC Days can be considered to be Professional Practice because teachers are meeting with selected Curriculum Teams and planning their own agendas. However, teachers will still need to participate in the 5 PPD days throughout the year.
- **Rationale:** Although the district has implemented extra days for teachers to collaborate, our early release days allow us the *consistent* time that is necessary to effectively implement SBLA, SLO, assessments, and interventions. The time that we have is used to engage in conversations about what is in the best interest in our students. Although the district PD days allow for us to start those conversations, the time allotted is not scheduled in a matter that allows for frequent and continuous professional discourse to occur among curriculum teams. In order to effectively create assessments, reassessments and common procedures to advance student learning, CT's need to come together on a weekly or bi-weekly basis.

2015-2016 South Elgin Early Release

ER Dates: Each day equals 1.5 hrs of PD		
August 26, 2015	November 18 th 2015	March 2, 2016
September 9, 2015	December 9, 2015	March 16, 2016
September 23, 2015	January 6, 2016	April 6, 2016
October 7, 2015	January 20, 2016	April 20, 2016
October 21, 2015	February 3, 2016	May 4, 2016
November 4, 2015	February 17, 2016	May 18, 2016

2015-2016 PPD

Dates
Friday, August 14, 2015
67 Days until the next PPD
Wednesday, November 25, 2015
20 Days until the next PPD
Monday, January 4, 2016
41 Days until the next PPD
Friday, March 4, 2016
6 Days until the next PPD
*Tuesday, March 15, 2016

Compared to the 5 days the districted has allotted teachers time for professional practice, South Elgin teachers have met 18 times to discuss, plan, and create in order to improve student learning which equates to approximately 27 hours of extra PD.

Formation of CT's

CT's will be determined by courses taught or courses that align together and have a designated team leader. Team leaders will be chosen in each CT. This position can be year-long, by semester, or by quarter. Each leader will set agendas for meetings and provide work products to the team. Each leader is the liaison between CT's and administration. Each CT will set its own success measures for the semester/year. This is purely at the discretion of the CT and the objectives they have for their students in conjunction with SBLA, Common Core, and Next Generation Science standards.

Accommodating Teachers Voting NO: Any teacher who votes “no” to the ER site exception, can opt out of CT's but are still required to abide by the contractual reporting and dismissal times (6.23) and must submit a plan for how he/she will use the time. An agenda or some form of written evidence of how the time is being used must be submitted to the appropriate divisional and/or principal. The teachers who are going to go through

this process, will email the principal at the beginning of the year with their action plan including success measures, timeframe of completion, and how they plan to use their collaborative time.

Loss of Student Instruction

The ER day would set our schedule from 7:39-1:19 two Wednesdays each month. Students would lose approximately 1.5 hours of instruction every other week or approximately 3 hours each month. Although on the surface this time seems significant, when looked at on a class by class level it is not. At most a student would lose 12 minutes per class every other week for a total of 24 minutes each month. Once again, if we break that time down for the whole month, it comes down to losing 1.2 minutes per class per day. In the end we are looking to make the time the students are in our class as valuable as can be. In the long run, we feel the time we put in and the benefit to student learning far exceeds the loss on seat time in class.

6.51 PROFESSIONAL PRACTICE DAYS (PPD)

On each PPD, all teachers will select to participate in a collaborative activity with a defined group of colleagues. The focus of the collaboration will be the needs of the students assigned to those teachers through curriculum development and implementation, analysis of student growth, and professional practice as defined in the Teacher Appraisal Plan. The Collaborative Teams will provide a copy of their agenda to the SIP team so SIP team may incorporate the information into their planning and reporting process. Each Collaborative Team will submit the agenda to a member of the SIP team no later than 3 days following the collaborative meeting.

The discrepancies between the present contract language and the PLC Days Proposal are as follows:

- Evidence of work will be extended to a product that can be shared with administration and other teachers: this may include CT meeting minutes and/or a. Products are defined as items that communicate or assess relevant standards to students. All products and the frequency of submission are at the discretion of each CT
 - Examples of evidence may include but are not limited to
 - Agenda and/or minutes
 - Formative assessments
 - Summative assessments
 - Rubrics
 - Analysis of scores from an assessment
 - Documentation of Student Growth
 - Curriculum mapping
- Each CT at the start of the year creates a success measure that the group can use to see how well assessments are moving students in their learning. Each group has complete control over what the success measure is and how it will be measured. The final product is then submitted to the administration and SIP team to use for future activities.

Parent Feedback and Communication

Plan for 2016-2017

During the fall, members of the SIP will present at at least one Parent University. The goal of this presentation will be to explain the purpose of the ER, provide examples of how it has improved student learning, and answer any questions related to the ER.

Current Feedback and Communication to continue into the 2016-2017 school year

Prior to our renewal, our principal will send out an email, like the one that was sent this year, to parents asking for their feedback in regards to the ER.

- Below is the email that parents were sent regarding the early release this year:

Good morning,

With the end of the year fast approaching, I wanted to give you an update on the impact our early release days have had on improving teaching and learning. So here is how early release is structured;

Teachers have designated curriculum teams that they work in every early release Wednesday. All curriculum teams were asked to choose a success measure throughout the course of the year. Those success measures varied from creating rigorous summative assessments, presenting to administration on how their students grew on a particular assessment, delivering professional development to their peers, and conducting a book study on topics (such as teenage brain research) that will help teachers in improve their craft. Each one of the success measure was reviewed by the instructional chairs overseeing the respective departments.

Although the early release days are burdensome to parents and guardians because of the altered schedule, common teaching and planning times are critical to student improvement. As the district moves forward with standards based grading and student growth assessments being used in teacher evaluations for next year, this time is invaluable as we move toward planning for 16-17.

Feedback question:

Would you support early Wednesday for next year?

Yes

No

Comments

- **Data**

Responses: 377

In Favor: 241 (64%)

Opposed: 134 (35.5%)

No Preference: 1

In Favor Responses: The comments of those parents in favor of the site exception understand the work our building is trying to accomplish. Some of their comments are as follows

“Although this is burdensome to parents, I see the value in it. I wish something like this could work out at the middle and elementary levels as well.”

“As a teacher myself I completely understand how difficult it is to get a department together, at a mutual time, to discuss students, growth, assessment, planning, etc.”

“Teachers need the time to discuss, plan and research. The benefits are tremendous for our children. I support it 100%!”

“I think it's great that the teachers are given time within the normal work day to meet on academic improvements. So much of their personal time is already taken up with doing their jobs, and I think this provides them with a truly collaborative, designated time to work together. I appreciate the communication on successful efforts so far, so pls keep the info coming. And of course, my child loves early release! I don't mind having to pick him up every other week, and have been able to schedule doctor appts for that time frame. Win/win for everyone.”

“It's good for the teachers and staff and I believe good for the students too. They look forward to the early release and it gives them an opportunity to get caught up with homework, hang with friends or get a little extra rest.”

Opposed Responses: The comments/concerns of those parents who opposed the site exception felt that teachers should work beyond their school day hours, but an overwhelming amount had concerns regarding not having busses available. To address the parking issue, our administration has sent reminders to parents to use the area behind our school for pick-up, but some parents have not adhered to that. Some of the responses are as follows

“Only if there is bus service when school gets out!”

“Only problem I have with it is. The main parking takes 20 plus mind to empty out. There needs to be better flow in and out.”

“Very difficult for parents to work around this schedule. I also feel that this takes away from our students learning hours.”

“It is a horrible mess picking the kids up early on those days . Maybe a suggestion of running the busses early on those days would be great if u want to stick to the early release days”

“I would prefer 1/2 days once a month then the every other week. Or the same time when the buses used to take them home for finals that won't be happening anymore. I do agree the teachers do need to get together and it is definitely beneficial. So my answer is not a simple yes or no.”

Teacher Feedback: At a recent faculty meeting, teachers were asked, “How does the time allotted to early release improve teaching and learning?” Here is a sample of some of the responses:

“Align Next Generation standards to SBG”

“Critical conversations about grading policies, project planning”

“Different perspectives on teaching and learning”

“Determine strategies to help struggling students”

“Work on effective communication with families”

“It has made me become a more reflective teacher”

“Tailor lessons to individual student needs”

“Create common summative and formative assessments”

Traveling Teachers: Currently, we have five teachers who travel between buildings. Because of our altered schedule, subs are given to these teachers to cover their classes as they are traveling from building to building. Out of the five teachers, one of them has assigned South Elgin as her home school, so she actively participates in the ER activities. Of the ones that do not have SEHS as their home school, two do still participate in ER at some level. One stated that he still participates in faculty meetings in order to be informed but utilizes CT work at his home school. Another teacher, still participates in the CT time because she is teaching new preps and the time has helped her move her classes ahead. Both are aware that this is not required of them, but both reiterated that they find the time useful.

2016-2017

Traveling teachers will designate their home school at the beginning of the year. Those who assign South Elgin as their home school will be part of the CT ER activities. Those who do not, will still have the option of participating on a strictly voluntary basis.

